

Incident Management Frequently Asked Questions

August 2014

1. Should all discipline and truancy data be coded into Incident Management?

Yes, all discipline and truancy data should be coded into the Incident Management to ensure consistency in data reporting for federal and state requirements.

2. When should districts begin using Incident Management?

School districts must use Incident Management to code all data for the 2014–2015 School Year.

3. Do we still enter discipline into log entries as well as Incident Management?

No, Incident Management has replaced log entries for all discipline and truancy data reporting.

4. When will the data be collected from Incident Management?

Data from Incident Management will be collected at the end of the school year, at the 180-day report. District completed Table 5 submissions.

5. Will reports be available for Incident Management?

Reports will be available for review after each quarterly collection. Districts may run the IM Query to review IM data throughout the year.

6. Will districts be notified if data are entered incorrectly?

Yes, Aveene Coleman will contact you regarding data errors.

7. Will individual student reports be available at the school level for printing?

Yes, the South Carolina Department of Education is working on developing reports using the Report Works system from PowerSchool.

8. Can districts use log entries for district-level discipline?

All discipline codes listed in appendices must be coded in Incident Management. Please refer to pages 27-36.

9. Will the log entry section remain in PowerSchool for personnel at the school level to use?

Yes, there are no plans to remove the log entries from PowerSchool. School districts can continue to use log entries for other purposes. However, all discipline and truancy codes outlined in the manual must be entered into PowerSchool Incident Management.

10. Can districts add district/agency level codes?

No, district/agency-level codes cannot be added. The goal is to keep the codes standard statewide.

11. How can we receive a copy of the PowerSchool Incident Management Manual?

A draft copy of the manual can be downloaded at <http://ed.sc.gov/agency/ac/Student-Intervention-Services/> under the link *PowerSchool Incident Management User Training and Reference Guide*.

12. Will the PowerPoint used during the Incident Management Webinar be available?

Yes, the PowerPoint is located at <http://ed.sc.gov/agency/ac/Student-Intervention-Services/> under the link *Incident Management Training*.

13. Can districts run queries for an individual student's report?

No, queries are not available for individual student data, but the SCDE will have reports available.

14. What is School-Wide Information System (SWIS)?

SWIS is a web-based information system designed to help school personnel use office referral data to design school-wide and individual student interventions.

15. Will Incident Management replace all other web discipline data systems (for example, SWIS)?

Currently, Incident Management will have some of the SWIS reporting capabilities but not all. Incident Management will replace Persistently Dangerous Schools and Gun-Free Schools Reporting. Incident Management is the authoritative source for IDEA 618 - Table 5 data.

16. Is there going to be a way to export from PowerSchool into SWIS to eliminate the keying information into two systems?

Currently, there are no exports available.

17. Can student names be included in any of the description boxes in Incident Management?

Yes, student names may be used in the description boxes. However, do not include names in the title.

18. What code should be used for items like bullets and toy guns?

Code these items under “miscellaneous objects” in Incident Management. Refer to page 34 in the manual.

19. Are there two codes for bullying?

In the incident Management system there are three codes related to bullying:

650-Intimidation

651-Bullying

652-Cyberbullying

20. What fields should be coded for Special Services?

The IS field settings of SE, SR, SP, RS, and PS designate that the student received Special Education for all or part of the school year. The Incident Date field should be referenced to determine if the student was receiving special education services at the time of the incident. Fields for EFA1 and EFA2 may provide additional information regarding special education status. Student demographics will provide Gender, Ethnicity, Race, and LEP status.

IM fields that will provide information for Table 5 reporting include: BSS- Bus Suspension, ATD – Alternate Transportation (District), ATP - Alternate Transportation (Parent/Guardian), NAT – No Alternate Transportation, EXP - Expulsion, EXN – Expelled, No Services Provided, EXS - Expelled with Services, IAES - IDEA IAES, HRO – Hearing Officer, UNR – Unilateral Removal, DET - Detention , DSW – School Week (If during school hours), DLC – Lunch, DRE – Recess, DOT – Other, SUS – Suspension, ISN – In-School (No Services Provided), ISS - In-School (Services Provided), OSS – Out of School (No Services Provided), OSP – Out of School (Services Provided), SUX – Pending Expulsion, SPC – Pending Parent Conference, 789 - Weapons (Specify in Objects), WEA – Weapons, 781 - Handguns , 782 - Rifles/Shotguns , 783 - Other Firearms , 785 - Knife Blade > 2.5 inches(Federal), PHY - Physical Injury, SER - Serious Physical Injury , ParticipantRole, and Duration Codes

21. Is there any way to display whether the student is a special education student when entering information?

No, this is currently not available. Districts may review this information in the South Carolina State Information Page by selecting Instructional Setting Field.

22. Where do we find the 780 codes?

The 780 codes are located under the Object Code section in Incident Management.

23. If a student is assigned to ISS for the remainder of the day and one block the next day how should this information be coded?

The ISS incident should be coded as two separate actions or one action with a date range to indicate both days and the cumulative number of hours.

24. Do I need to click on the Primary Behavior?

Yes, for the most severe incident.

25. Should we enter multiple behaviors or just the most severe?

All behaviors should be entered, but refer to your school district policy.

26. Can an incident be added from the student screen?

Yes, but it is best to enter the information from the incident screen.

27. If the district entered an incident and did not pull the object codes or behavior codes, what impact will that have on the district's data?

The district's data will be incorrect. Please make corrections by including the objects codes and/or behavior codes associated with the incident. Ensure codes are entered in the correct sequence.

28. If the suspension is upheld, should the district edit the first action from pending expulsion to expulsion?

Yes, the district should update the information to make sure that the record reflects the final actions taken. LEAs may add the action of REX = Recommended for Expulsion when removing SUX-Pending Expulsion to replace it with the final outcome to maintain a designation for all students considered for expulsion. The action of REX = Recommended for Expulsion is in addition to the final action designating suspension and/or expulsion.

29. If an incident involving students from multiple schools happens at a ballgame or on the bus, should it be entered as one incident? Who enters it?

Yes, it should be entered as one incident. The incident should be entered by an individual at the school where the incident occurred.

30. If districts have multiple students truant on the same day, can the incidents be entered as one incident?

No, truancy incidents should be reported for each of the individual students only not for a group of students.

31. Explain the Actual Resolution date?

The Actual Resolution date should be defined by the district. This is an optional field that will not be collected by the SCDE.

32. Are all students, including those with disabilities, receiving services if they are simply getting their assignments and doing work?

No, for special education students, “receiving services” is an indication that services are provided to enable the child to appropriately progress in the general curriculum, advance toward achieving the goals set out in the child’s IEP, and, as appropriate, receive a behavioral assessment, behavioral intervention services and modifications to address the child’s behavior, so the behavior does not recur address the behavior during removal from the regular educational setting including in-school suspension, out-of-school suspensions, and expulsions.

33. If an incident occurs on the bus, what code should be used in the time frame subcode section?

If the incident occurred during the normal school bus route, the time frame should be coded as “during school hours with the subcode BBB-Bus” The “outside school hours” code should be used for overnight field trips (not during the day), sporting events, or other activities after the normal school hours.

34. If an incident occurs in the parking lot, what should be selected in the location field?

In the location field, select parking lot.

35. Are districts required to add the attributes for each student?

Yes, districts are required to add the attributes to complete the record.

36. Are districts required to enter the motivation for regular education and/or special education students?

No, the motivation field is not required for state or federal reporting of any students.

37. If a student is suspended from the bus, should the duration information note days off of the bus or out of school?

The duration code should note the days of bus suspension.

38. If there are three or more participants in an incident, should there be three separate incidents recorded?

No, all participants should be coded under one incident. Be sure to code the role for the offender or victims.

39. Should tardies be entered in the discipline or truancy section of Incident Management?

Tardies should be entered under discipline. The 180 Tardy code should be used.

40. Can mandatory fields in PowerSchool be earmarked by an asterisk or color coded?

No, because this would require custom pages.

41. What do OSP & ISN mean?

These are sub-codes for types of Suspensions (SUS):

OSP- Out of School (Services Provided) review page 31 in the manual.

OSS – Out of School (No Services Provided) review page 30 in the manual.

ISN- In-School (No Services Provided) review page 30 in the manual.

ISS - In-School (Services Provided) review page 30 in the manual.

42. Is an expulsion different from an alternative placement?

Yes, if the student is expelled, the student is not allowed to attend school although services may be provided. An Alternative placement is a permanent change in placement to a different educational setting by IEP Team decision. This placement is intended to extend beyond the period of any disciplinary action.

43. If an incident occurs during lunch or recess and a student is sent to detention, is this incident counted in the Table 5 reporting for exceptional needs students?

Yes, because the student is removed from a period during the regular school day setting, the incident must be included in the Table 5 reporting.

44. If a student is moved to DJJ, is this considered expulsion or alternative placement?

Neither, DJJ is considered a transfer to another district.

45. Who should complete Special Education Table 5 reporting?

Table 5 reporting should involve the Special Education Director and the Special Education Data Manager who should then submit the report. Completion of Table 5 may require collaboration with district staff from other offices. Staff involvement is a district decision based on assigned responsibilities, data access, and knowledge of both discipline and reporting requirements.

46. Can I delete an Incident?

Yes, you can delete an incident. Review page 25-26 in the Incident Manual.

47. If a student is under the influence of an unknown substance and is not in possession of the substance, what behavior code should be used when adding the behavior element?

Code the incident with as 700—other offenses (Serious).

48. Will additional codes be added to Incident Management?

Yes, we are regularly developing a list of codes to review. Please submit your suggestions to Aveene Coleman at acoleman@ed.sc.gov.

49. If a district has an incident that occurred in the office, how should we code the location option?

The incident location should be coded as Administrative Area/Office.

50. In the district list of schools in Incident Management, should we include our alternative school program and career center?

At this time, incidents must be reported with the home school information.

51. If a district has an incident where we cannot determine the appropriate Behavior or Action code to fit the situation, who at SCDE should we submit our questions to for direction on the issue?

Please submit your questions to Aveene Coleman at acoleman@ed.sc.gov.

52. Since tardy is a discipline entry (not a truancy), is it okay to have multiple students included on one incident?

Tardy is an event that impacts an individual student, not a group. It is not a good practice to code all students tardy on one incident.

53. How do school districts code truancy? What do districts put for the duration for truancy and where does truancy happen?

- Truancy should be coded as an incident for the individual student. (not a group)
- Truancy must reflect the following definitions;
 - A “truant” is a child, ages 6 to 17 years, who meets the definition of a truant when the child has three consecutive unlawful absences or a total of five unlawful absences
 - A “habitual” truant is a child, ages 12 to 17 years, who fails to comply with the intervention plan developed by the school, the child, and the parent(s) or guardian(s) and who accumulates two or more additional unlawful absences.
 - A “chronic” truant is a child, ages 12 to 17 years, who has been through the school intervention process, has reached the level of a “habitual” truant, has been referred to Family Court and placed on an order to attend school, and continues to accumulate unlawful absences.
- Incident Type-Truancy
- Date-Reflects the dates on which the student accumulated enough unexcused/unlawful absences to cause him/her to become truant
- Truancy Duration-Time frame for in which the intervention plan is in place
- Time Frame- During School Hours
- During School Hours- DCL During Class
- Title-Truancy
- Location-Classroom
- Offender-Name of student who is truant
- Behavior-(151 Truant, 152 Habitual Truant, 153 Chronic Truant)
- Action code- (TRU1-Intervention Plan, TRU2-Family Court Referral, TRU3-Violation of Court Order)

54. Are districts allowed to add something to the description of a behavior that would indicate that it is a reportable offense? For example, an asterisk beside weapons.

Not at this time. Districts should use the SCDE developed reports to pull this information.

55. When reporting Bullying, is there a definition for the level of physical injury?

Physical Injury-Federal Spec. Definition- Incidents with injury include those in which one or more students, school personnel or other persons on school grounds required professional medical attention. Examples: concussion, fractured or broken bones, cuts requiring stitches, stab or bullet wounds

56. When coding truants, do we have to code a student who is 17 years old although we cannot take the student in to court? The definition is a student age 6 to 17.

Yes, the student must be identified as a truant.

57. What is the difference between the Prepared By and Reporter fields?

The Prepared By field reflects the name of person sending the referral and/or the staff member responsible for the disciplinary action. These persons could be the teacher, assistant principal, hearing officer, attendance clerk, etc. School districts should decide what information to enter into this field. (The Prepared By field will provide a count of discipline referrals by the names listed in this field.) For example: Where the Teacher Mrs. Smith is making the referral and the Assistant Principal Mr. Jones is handling the discipline you may enter it as: Mrs. Smith/Mr. Jones.

The name of the individual(s) who report an incident to a school/district authority should be assigned the role of Reporter.

58. Are districts supposed to drag the behavior first, followed by the action?

Yes, the behavior must be dragged first then the action is dragged to the behavior not the student.

59. You mentioned during the webinar that any child with “transportation written in IEP” getting put off a bus that it would count as a day of suspension if district didn’t provide alternative transportation. During the Special Education Fall Administrator’s Conference, it was indicated that for any child with an IEP (regardless if transportation was written on the IEP or not), if they got kicked off the bus, it would count as an OSS day if the district didn’t offer alternative transportation. Does transportation have to be a service on the IEP for this scenario, or does it matter?

For Table 5 Reporting, if the student has transportation as a related service on their IEP then Bus suspension for discipline counts as OSS if alternative transportation is not arranged AND the student does not attend school.

Additionally, if transportation is not in the IEP, the district may encounter issues regarding denial of access under OCR if the student is suspended from the Bus and alternate transportation is not provided.

60. Since tardy is a discipline entry (not a truancy), is it okay to have multiple students included on one incident?

No, tardy is an event that impacts an individual student, not a group. Therefore, all students who are tardy should not be included on the same incident.

61. If the student has two half-day suspensions, does this count as one day?

Each incident action should be logged separately in incident management. State and federal reports count incidents and durations of individual removal types as well as total removals. Two half-day suspensions will result in a cumulative count of one day for Table 5 (EDFacts Federal Reports: C006, C088, and C143). Two half-day suspensions will not be counted on the Discipline and Truancy Reports (EDFacts Federal Reports: C030, C136, and C163) as these reports only include full-day removals.

62. There is not a code for Overnight Suspension, how will that be coded?

If the overnight suspension results in the removal from any school time, this school time must be entered as a suspension. If no school time is missed during the overnight suspension, our recommendation is that it be coded as SUS-SPC and changed to CNF once the conference is held.

63. Do we need to include duration for lunch detention?

Yes, all removals that occur during the school day should reflect duration. Detention removals that occur during the school day are included in Table 5 (EDFacts Federal Reports: C006, C088, and C143).

64. Is this report for all students or just Special Education?

Multiple state and federal reports are generated out of the IM data for **ALL** students. Currently, data for Table 5 and EDFacts reports (C005, C006, C007, C088, C143, and C144) are extracted from IM in PowerSchool and the district uses these data to complete and submit the LEA-level reports to the SCDE and the OEC. The IM data from the PowerSchool submissions are used to complete EDFacts Reports (C030, C136, C086, C094, and C163).

65. Following a discipline referral, if the principal pulls a student for a conference, does that count as a removal for Table 5? If so, should duration be entered?

If the conference results in removal from the student's normal school setting during school hours for one hour or more, it should be counted as a removal for Table 5. Duration should be entered.

66. On the date on which a suspended student goes before the hearing board, is the student counted as present or as OSS?

The student should be counted as OSS.

67. If a student is coded as suspended pending expulsion (SUX), what is the appropriate way to update this record upon determination of the expulsion?

The action of SUX should be removed and the outcome action(s) added. LEAs may also add the action of REX = Recommended for Expulsion to maintain a record of all students considered for expulsion.

The coding may vary depending on the outcome as follows:

1. If the determination is to expel (EXP) then, change the SUX to OSS or OSP for the time the student was removed prior to determination of expulsion and add the action of EXP for the appropriate dates and duration.
 - a. Table 5 Calculations: The student should be reported once in either 3A or 3B for the total days for OSS or OSP combined with the days for expulsion. The incident should be counted as one incident for 5A and the student reported once in 5B, 5C, or 5D for the total number of removals days of all categories. The student should be included in section E in either 6A or 6B. Report the student in row 1 or 2 as appropriate: (row one= students with disabilities while row 2= students without disabilities.)
2. If the determination is not to expel, the action is dependent on the outcome as follows:
 - a. Refer to alternative school (ALT) then, update the existing SUX to SUS ISN, ISS OSS, or OSP with the appropriate dates and duration and add a new action code with the appropriate dates and duration for ALT.
 - b. Alternative Placement (ATP) then, update the existing SUX to SUS ISN, ISS OSS, or OSP with the appropriate dates and duration and add a new action code with the appropriate dates and duration for ATP.
 - i. Table 5 calculations: The duration of ATP should not be included in Table 5.
 - c. Unilateral Removal (IAES-UNR) and Removal by a Hearing Officer (IAES- HRO), then update the existing SUX to SUS ISN, ISS OSS, or OSP with the appropriate dates and duration and add a new action code with the appropriate dates and duration for IAES-UNR or IAES-HRO.
 - i. Table 5 Calculations: A child should be counted in only one category (1A- Unilateral Removal to an Interim Alternative Educational Setting, 2- Removal by a Hearing Officer, or 3-Out of School Suspensions and Expulsions) for the same offense. Ex. If a child is unilaterally removed for drugs and reported in column 1A, then do NOT report the child again in column 3 for the same incident. The incident should be counted as one incident for 5A and the student reported once in 5B, 5C, or 5D for the total number of removals days of all categories.
 - d. Out of School Suspension (SUS-OSS and OSP) then,
 - i. If SUX was OSS or OSP update the existing SUX to either SUS-OSS or SUS-OSP with dates and duration reflective of SUS before and after the determination not to expel.
 - ii. If SUX was SUS- ISN or SUS- ISS then update the existing SUX to SUS ISN or SUS-ISS with the appropriate dates and duration and add a new action code of SUS-OSS or SUS-OSP with the appropriate dates and duration.
 - e. In School Suspension (SUS-ISN and ISS) then,
 - i. If SUX was ISN or ISS: update the existing SUX action code to either SUS-ISN or SUS-ISS with dates and duration reflective of SUS before and after the determination not to expel.
 - ii. If SUX was OSS or OSP: update the existing SUX to either SUX- OSS or SUS-OSP with the appropriate dates and durations and add a new action code of SUS-ISN or SUS-ISS with the appropriate dates and duration.

68. If a special education student is suspended pending expulsion and is home-based, what would his attendance be coded?

The provision of services during an out of school suspension or expulsion does not alter the attendance coding in PowerSchool.

69. If the student is ultimately expelled instead of being referred to the alternative program, would we have suspension for four days and then an additional action for the expulsion?

Yes.

70. Should the district populate the date range and duration for referrals to alternative school?

Yes, if the referral is for a set amount of time, enter the beginning and ending dates with the appropriate duration such as More than 10 Days (10M), Remainder of the Semester (RMS), or Remainder of the School Year (RMY).

71. Can an action code be added so that the districts can maintain a record of students considered for expulsions?

The action code of “REX = Recommended for Expulsion” has been added to allow districts to retain this information and review data regarding the number of recommendations for expulsion.

72. How should districts code students who have multiple incidents within a day or two and the administrator combines the incidents under one consequence or indicates the action is a separate suspension for each, but the suspension dates are concurrent.

Enter the SUS on the incident of the highest offense and write a note in the description regarding the relevance of other incident(s) in determination of the consequence. Include the incident ID numbers and note that the consequences for multiple incidents were combined or that separate suspensions will be served concurrently. Add the action of CCS – Concurrent Suspension to the other incidents with a reference of the incident ID number of the incident containing the SUS action.

73. Could the SCDE add an action for “Concurrent Suspension” which would not require duration? A note in the description could then list the incident ID for the incident with the SUS action and duration.

A new action of “CCS – Concurrent Suspension” has been added to IM.

Incident Management Contacts:

Student Intervention Services

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Kim Smith, Education Associate, 803-734-8113 or kwsmith@ed.sc.gov

Technology Services

LEA IT Support Staff may submit an IT Support Request <http://support.ed.sc.gov/district>

Special Education Services

Fred Edora, Education Associate, 803-734-0388 or fedora@ed.sc.gov